ERIC Document Resume	See Instruction Sheet	DATE OF RESUME	DATE RECEIVED

A. PUBLICATION DATA

1. ERIC NUMBER	2. ORIGINATOR CONTROL NO(S).	3. IDENTIFICATION NO.
ED002289	N.A.	2721

DO NOT WRITE IN SPACE BELOW

4. AUTHOR(S): Harsh, J. Richard

5. TITLE OF DOCUMENT ABSTRACTED: Regional Educational Television Survey, 1963-64

6. PUBLICATION TITLE: N.A.

7. EDITOR(S): N.A.

8. PLACE OF ORIGIN: Educational Testing Service ORG. ST. Los Angeles, Calif. CITY, STATE

9. PUBLISHER OR SOURCE: Educational Testing Service, Los Angeles Office

TELE. EXT. INST/LOC CODE

10. VOL.	11. PAGES	12. MO./YR.	13. TOTAL PP.
N.A.	N.A.	1/65	35

MICROFILM COPY AVAILABLE: YES ☒ NO ☐

COPYRIGHT GRANTED: YES ☐ NO ☒

COPYRIGHT RELEASE FILED: YES ☐ NO ☐

TYPE OF REPORT: PROPOSAL ☐ IN-PROGRESS ☐ FINAL ☒ FOLLOW-UP ☐

OTHER ERIC REFERENCES:

ERIC SATELLITE CODE

B. INDEXING DATA

14. SUBJECT AREA

15. TYPE OF ENDEAVOR: Survey

16. INDEXING TERMS (6-12)

educational television	music	student attitudes	
Spanish	elementary schools	surveys	
mathematics	teacher attitudes	television surveys	
		mark-sense bubble card	

17. ABSTRACT (MAX. 250 WORDS)

A ten-item, multiple-choice questionnaire was designed to survey the use of and teacher reaction to educational television (ETV) in eight counties participating in the regional ETV area of Southern California. The 3,860 teacher responses were processed through data processing equipment, and were converted into percentage of response for each item in each county. Over 700 written comments and suggestions, representing one fifth of the total respondents, were summarized according to suggestions and evaluations on the content of the programs and the teacher guide materials.

Programs surveyed included elementary Spanish, mathematics, music, and a program called "Living in the West." Tables contained information on the grades which used the programs, the number of years the programs were used, and the amount of time the programs were used.

ERIC No.

18. SOURCE OF ABSTRACT

C. FUNDING DATA

19. SUPPORTING ORGANIZATION

20. DIVISION OR DEPT.

21. CONTRACT NO.

PROJECT NO.

22. TOTAL COST OF PROJECT

23. DURATION OF PROJECT

U.S. Department of Health, Education, and Welfare
Office of Education

ERIC Form 1

2721

ED002289

REGIONAL EDUCATIONAL TELEVISION SURVEY 1963-64

Submitted by

J. Richard Harsh
Educational Testing Service
Los Angeles Office

January 16, 1965

REPRINTED BY PERMISSION
U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN PRINTED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

REGIONAL EDUCATIONAL TELEVISION SURVEY 1963-64

In June, 1964, the Regional Educational Television Advisory Committee distributed a questionnaire to all participating districts. The questionnaire was designed to provide information concerning the amount each of the programs was viewed, the use made of the program guide materials, the activities which resulted in the classrooms, the setting used for viewing the TV programs, the reactions of pupils toward the programs, and teacher suggestions for how the programsmight be improved.

Teacher reactions were obtained for the programs of Spanish I and II; 4th, 5th and 6th grade Mathematics, Living in the West and 4th grade Music. The ten multiple-choice items of the questionnaire were designed to allow teachers to indicate their choice to the questions on a mark-sense "bubble" card which would facilitate the summarization by data-processing equipment. In addition, free written response of teachers to each of the items on the questionnaire and further concerns were made on the back of the response card. Sufficient questionnaires and materials were distributed for all teachers in districts who might have participated in viewing the programs. Voluntary responses were obtained from teachers in eight Southern California counties within the TV viewing area. A total of 3,800 teacher responses to this questionnaire were obtained from the eight counties in the following distribution:

Los Angeles County	2,595
Orange County	791
Riverside County	205
Santa Barbara County	119
Ventura County	113
San Diego County	25
San Bernardino County	5
Kern County.	7

The number of participating teachers in the several counties involved in RETAC varied so widely that the most meaningful evaluation was thought to be made by a separate tally and analysis of each county. The analysis of the survey results is made with the recognition that the numbers responding to the survey questionnaire were probably considerably less than the number of teachers or classrooms that viewed the programs on a regular or intermittent basis. The analysis assumes that the pattern of response would be typical of the reaction of all teachers who participated in the educational TV broadcasts. Insofar as these assumptions are essentially true, the analysis which follows should be a useful description of the pattern of utilization and reactions of teachers to the educational TV offerings during the school year 1963-64.

This summary is concerned with selected cross-item comparisons that most specifically relate to the questions of interest to the Advisory Committee in conducting the survey. A far more extensive analysis of responses to the questionnaire is possible since the data were tabulated so that each item might be compared with every other item of the questionnaire. The following discussion of the results obtained from the survey may be facilitated by reference to the attached survey questionnaire which lists the statement and choice of each item.

The analysis of data which follows is concerned with the responses from the teachers in Los Angeles, Orange, Riverside, Santa Barbara and Ventura Counties. The smaller number of teachers responding from San Diego, San Bernardino and Kern Counties did not seem to be of sufficient size to include in the percentage comparisons and analysis.

GRADE LEVEL USAGE OF THE PROGRAMS

Table I presents the grade levels that utilized the seven different educational TV programs. The number of responses from each county were translated into percentages of total responses of that county for each of the items. For example, Spanish I was viewed by 10% of the respondents in Los Angeles County in the 4th grade, 60% of the respondents in the 5th grade, and 30% in the 6th grade. In each case the percentage figures running horizontally for the county approximate 100%. The chart presents the relative usage of the different programs in percentages at the 4th, 5th and 6th grades. The following observations might be made in relation to the use of these programs at each grade from Table I.

Spanish I

The respondents reported different patterns of usage in the five counties. Los Angeles, Orange, and Santa Barbara Counties reported the majority using this program at the 5th grade, while Riverside and Ventura Counties reported a majority using the program at the 6th grade. Approximately 9% of the respondents from Los Angeles, Orange and Riverside used the program at the 4th grade.

Spanish II

This program was used almost exclusively by the 6th grade. However, a notable exception was Santa Barbara where approximately 10% of usage was found at the 4th and 5th grades. Los Angeles and Orange also used Spanish II at the 5th grade to some degree.

4th Grade Mathematics

This program, designed for 4th grade, was used by and large at the 4th grade. However, in Santa Barbara 10% of the viewers reported using this at the 5th and 6th grade. Only scattered use was noted for Los Angeles, Orange and Riverside at grades 5 and 6.

5th Grade Mathematics

This program was used essentially at the 5th grade for which it was designed. However, Ventura reported 22% utilizing it at the 6th grade as did 12% of the Riverside respondents.

6th Grade Mathematics

The program was used almost exclusively at the 6th grade with only rare classrooms utilizing the program at 4th and 5th grades in Los Angeles and Orange Counties.

Living in the West

Teachers in Los Angeles and Orange reported approximately three-fourths of the usage at the 4th grade with one-fourth at the 5th grade. Riverside and San Bernardino reported almost equal usage of this program between the 4th and 5th grades with some scattered usage at the 6th grade. Quite in contrast is the nearly 80% of the respondents in Ventura reporting use at the 5th grade with approximately 20% at the 4th grade.

Music

This program, specifically designed for 4th grade, was utilized almost exclusively at that grade by all respondents. A slight exception was in its usage by approximately 10% of the respondents in Santa Barbara and Ventura.

NUMBER OF YEARS PROGRAMS HAVE BEEN USED

Table II presents the correlated responses for Items 1 and 3 of the survey questionnaire. For each program the percentage of respondents using the program for 1, 2, 3 or more years is indicated under the county abbreviation. For example, Spanish I was reported to have been used in Los Angeles County for one year by 33% of the respondents, two years by 22%, three years by 23%, four years by 14%, five years by 6%, and six years by 2%.

Spanish I

This program shows the widest usage of any of the programs viewed. Responses indicate that this program has been used for more years than many of the other programs. The pattern of response in Los Angeles, Orange and Riverside suggests that approximately 30 to 40% are viewing the program for the first time, approximately 20% for the second year, and 20 to 30% for the third year. Response indicates that Santa Barbara and Ventura have utilized this program for a shorter time than Los Angeles, Orange and Riverside.

Spanish II

This has been most commonly used for two or three years in Los Angeles, Orange and Riverside. A more recent usage is noted by the higher response for "one year" by Santa Barbara and Ventura. It is noted, however, that 25% of the respondents in Ventura indicated use of the program for six years.

4th Grade Mathematics

Los Angeles County has the majority of respondents indicating two-year use of this program, while the other counties indicate a majority using this program for the first time during 1963-64.

5th Grade Mathematics

Los Angeles and Orange Counties have an almost equal use for one and two years, while 75% of the respondents in Riverside were viewing it for the first time, as were almost 90% of Ventura. Approximately 60% of Santa Barbara responses indicated two-year use.

6th Grade Mathematics

Santa Barbara and Ventura were largely using this program for the first time in 1963-64. This was also true of Los Angeles and Orange. In contrast, Riverside shows a longer use of this program, with 40% reporting two-year use and 10% three-year use.

Living in the West

This program has apparently developed growing use as indicated by responses in Los Angeles, Orange, Riverside and Santa Barbara Counties, in which 20 to 30% indicated use spread over one, two and three years. It was essentially being used for the first time in Ventura County while Santa Barbara County reported over 65% viewing it two years.

Music

This program was essentially used for the first year by all of the teachers responding from the five counties.

AMOUNT PROGRAMS WERE VIEWED DURING THE YEAR

Spanish I

The vast majority of teachers indicated all these programs were viewed regularly. Approximately 10 to 15% reported occasionally missing a program but it seems obvious that the regular sequence of programs was planned for in the viewing pattern.

Spanish II

This was also viewed essentially as a regular continuing instructional program. Some exception might be noted in the responses from Riverside and Ventura Counties where 20 to 30% of the respondents indicated either occasionally missing or selecting programs of specific content.

4th Grade Mathematics

Almost 80% of the respondents from Los Angeles County indicated that this was used as a regular sequential program. A similar pattern appears to be found in the other counties, with a smaller percentage indicating that they viewed every program presented. Twenty-five percent of the respondents from Ventura County indicated the programs were selected for special content or enrichment.

5th Grade Mathematics

The majority of the teachers in Los Angeles, Orange and Santa Barbara Counties reported that the programs were consistently used as a regular sequence. In contrast, the responses from Riverside and Ventura indicated a more divergent use of the programs, with 40% using it regularly or with only an occasional miss, while 20 to 30% were selecting programs for specific content or enrichment.

6th Grade Mathematics

The only county showing a majority report of consistent program use on a regular basis was Los Angeles. In the other counties the program was utilized consistently

or only occasionally missed by approximately 50% of the respondents, while another 30 to 40% were using it for special content and enrichment.

Living in the West

The majority of teachers in Los Angeles, Orange and Riverside Counties reported viewing this consistently. Respondents in Santa Barbara and Ventura show wide variation in use either on a regular or intermittent basis, for special enrichment or special content.

Music

A substantial majority of the respondents in Los Angeles, Orange and Riverside reported using this program on a very regular basis. Santa Barbara and Ventura reported approximately 30 to 40% of the usage on an intermittent or special-purpose basis.

USE OF PROGRAM GUIDES

Table IV presents the correlated responses of Survey Items 1 and 5.

Spanish I

Approximately 60 to 70% of the respondents in all counties indicated the classroom guides were used either for class preparation and follow-up activities or teacher preparation to the program. Approximately 15% indicated that the program guides were used for unusual content or suggested activities. An additional 15% indicated their utilization as a regular part of the class program. Approximately 10 to 20% of respondents indicated the program guides were not used.

Spanish II

The program guides were most commonly used for teacher preparation in Los Angeles, Orange, Riverside and Santa Barbara Counties. They were used for class preparation by about 25% of the respondents in Los Angeles, Orange, Riverside and Santa Barbara Counties; and as a regular part of the class instruction program by approximately 10 to 20% of the respondents from most counties. A slightly larger percentage reported no use of the program guides for Spanish II than had reported no use for Spanish I.

4th Grade Mathematics

About half of the respondents in most counties indicated program guides being used for class preparation and follow-up activities with a similar percentage of use for regular teacher preparation. Only occasional use of the guides as part of the regular class instruction was indicated. Five to ten per cent of the respondents indicated no use of this program material.

5th Grade Mathematics

Los Angeles, Orange and Santa Barbara indicated a similar pattern of the use of 5th grade math program guides for class preparation and teacher preparation. Ventura respondents showed the majority utilizing the material for teacher rather than class preparation. The smallest use was noted for the respondents from Riverside.

6th Grade Mathematics

A most diverse use of the program guides was noted for this program. The highest frequency was reported for class and teacher preparation in Los Angeles and Orange Counties; however, there was an increasing use of these materials for unusual content, special projects or enrichment in the several counties reporting. These materials were infrequently used as part of the regular instructional program.

Living in the West

The highest frequency of use of the guides was for regular teacher preparation, followed by class preparation and follow-up activities. Ten to fifteen per cent of the respondents indicated that the guides were not used, while a similar percentage indicated that they were regularly used as part of the class program. It appears that these program guides are perceived to have a variety of uses.

Music

Approximately 50% of the respondents in all counties indicated use of the program guide was for class and teacher preparation. Ventura County reported 50% of the teachers were using these as a regular part of the instructional program. In four counties, from 15 to 25% of the teachers reported the program guides were not used.

LEARNING ACTIVITIES RESULTING FROM THE PROGRAM

Table V presents the combined responses of Survey Items 1 and 6. The table presents the percentages of teachers in each county who reported the various activities either motivated by or resulting from each one of the seven programs.

Spanish I

Fifty to sixty-five per cent of the teachers in all counties reported that regular class discussions resulted from this program. Five to ten per cent indicated individual reports or class projects resulted from the program, and approximately 10% that discussions would result when there were current topics of interest. No specific use or resulting activities from the programs were reported by 15 to 30% of the respondents.

Spanish II

The majority of respondents indicated that the programs were followed by regular class discussion. In comparison with Spanish I there was a decrease in the number of individual reports or projects, with about the same number of class projects resulting from these programs. Riverside County indicated a substantial increase in the number of field trips that grew out of the Spanish II program. Spanish II also offered a slight increase of resultant discussion of current topics following the program.

Forty per cent of Ventura County teachers reported they had current topic discussion. Approximately the same percentage of Ventura teachers indicated no specific use was made of program following its viewing.

4th Grade Mathematics

A substantial majority reported regular discussions following the programs. Responses concerning other uses were scattered with the exception of Santa Barbara County, which reported 22% of their viewing resulted in subsequent class projects, and 36% of the Ventura respondents indicated discussion would follow when there were current topics of interest. This program had one of the smallest number of responses indicating no specific use.

5th Grade Mathematics

Although a smaller percentage than 4th grade math indicated regular class discussion this was still the usual activity resulting from the program. Contrasted with Grade 4 there was an increase in the number of class projects noted for the 5th grade, and a considerable increase in the discussion of current topics. Also, two of the counties reported an increase in the lack of program usage for any specific follow-up activities.

6th Grade Mathematics

The majority reported regular class discussions, with the exception of Ventura in which the discussions mainly related to current topics of interest. Nearly 20% of the respondents from Orange and Ventura indicated no specific use was made as follow-up to the program. However, a substantial number of individual and class projects resulted from the program.

Living in the West

Los Angeles and Orange Counties reported the highest per cent of regular discussions resulting from the programs, and a substantial number of individual and class projects as well as discussions concerning current topics of interest. In Riverside, Santa Barbara and Ventura, approximately 40% of the teachers indicated regular class discussions, with from 15 to 20% indicating special projects or discussion of current topics when they were timely.

Music

The majority reported that regular class discussion followed the program. Ten to twenty per cent indicated that discussion would follow when there were current topics of interest; another 10 to 20% indicated no specific use was made following the program. Four of the five counties indicated from 10 to 20% of the classes initiated some type of class project as the result of these programs. The results presented in Table V are rather consistent for all programs. The majority of respondents saw the programs as motivating and stimulating regular class discussions. This suggests there was some ongoing activity from all of the programs viewed.

PHYSICAL SETTING FOR VIEWING EDUCATIONAL TELEVISION

Table VI presents the setting in which the televised programs were viewed. With only few exceptions, the programs were viewed in the regular classroom. One exception noted in Ventura was the use of multi-purpose and audio-visual rooms for the viewing of the Spanish I and Spanish II programs. In Ventura the music programs were viewed 30% of the time in other than the regular classroom. Riverside also reported using other classrooms, multi-purpose rooms and audio-visual rooms for the viewing of the 4th and 5th grade math and music programs.

The results presented in Table VI are rather substantial evidence that the educational TV viewing was done in the regular classroom and with the regular group of students in the classroom rather than in special rooms or with special groups of students.

PUPILS' ATTITUDES TOWARD THE PROGRAMS

Table VII presents the correlation of results of Survey Items 1 and 8 concerning pupils' attitudes toward the seven different programs.

Spanish I and Spanish II

A substantial majority of teacher respondents indicated that pupils' attitudes toward the programs reflected a varied reaction in all counties. As perceived by the teachers, there was apparently a higher interest for Spanish I than Spanish II, and similarly there was slightly more lack of enthusiasm and apathy for Spanish II than Spanish I.

4th, 5th and 6th Grade Mathematics

The teachers' perceptions of pupils' attitudes toward the math programs were highly consistent at the 4th, 5th, and 6th grades. The majority of respondents indicated pupils showed varied reactions,--some enthusiastic and some less enthusiastic. However, 40% of respondents from all counties indicated interest or high interest by pupils for the math programs at each of the three grades. There was a very small indication of pupil apathy or lack of enthusiasm. There was some response to indicate that pupils viewed these programs as a special treat more than they had viewed the Spanish or Living in the West programs in this light. In general, the results would indicate that very positive reactions were noted toward the math programs at each of the grade levels.

Living in the West

Most counties indicated 40 to 50% of the classrooms reacted with high interest, while another 35% reacted with strong interest for the unusual content of the program. There was almost an absence of apathy or unenthusiasm for this program. As might be expected, some 15 to 30% of the respondents in the various counties indicated varied pupil reaction.

Music

Teachers perceived this program as producing extremely high pupil interest. There was almost a complete lack of any indication of disinterest or apathy for these programs. Ten to twenty per cent of the respondents of four of the counties indicated that pupils had reflected the "fun" or treat reaction to the programs.

SUGGESTIONS FOR CONTENT OF THE PROGRAM

Table VIII presents the correlation of Survey Items 1 and 9. This details teachers' suggestions for the content of future programs.

Spanish I

Forty-five to sixty-five per cent from all counties indicated a desire to maintain the same content for this program. Ten to twenty per cent of the respondents indicated their desire for increasing the facts and information presented, and approximately 10 to 15% indicated that content should be developed that would be related to the district program. A rather substantial percentage of the respondents wrote specific comments regarding the content of program.

Spanish II

In comparison to Spanish I there was a noted drop in responses favoring maintenance of the same content, and a rise in suggestions to increase facts and information or develop content related to the district program. There were apparently more feelings that Spanish II should be altered.

4th Grade Mathematics

The majority of responses indicated the same content should be maintained. However, from 20 to 30% of the respondents suggested the need for increasing the facts and information. Similarly, 10 to 20% suggested developing content related to district programs. At the same time, 5 to 20% of the respondents indicated the desirability of developing content not in the district program.

5th Grade Mathematics

A substantial majority indicated the desirability of maintaining the same content. Approximately 20% of Los Angeles, Orange and Ventura indicated their desire to have content related to the district program. From 10 to 25% of the respondents from all counties indicated a desire to have the amount of facts and information increased.

6th Grade Mathematics

Most respondents indicated the same content should be maintained. However, 17 to 45% felt the amount of facts and information should be increased. In Los Angeles, Orange, Santa Barbara and Ventura, 11 to 26% of the respondents indicated the desirability of developing content related to the ongoing district program.

At the same time, in four of the five counties, from 5 to 10% of the respondents indicated that the program should have unique content. There was a substantial increase in the number of written suggestions for a modification of these programs.

Living in the West

There was rather consistent agreement among Los Angeles, Orange, Riverside and Santa Barbara that the same content should be maintained. Ventura County, however, voted strongly for a development of content related to the district program with a substantial increase in facts and information. Six to thirty per cent of the respondents of the other counties also indicated a preference for increasing the facts and information. Approximately 20% of the respondents indicated the desirability of relating the content to the district program.

Music

This program had the highest percentage of respondents indicating the program should be maintained with its present content. There was the smallest number of written suggestions as to how the content should be changed. The percentage of respondents suggesting development of content for the local program or developing a unique content was the smallest noted for any of the programs.

The data presented in Table VIII should be considered, first, from the standpoint of the majority response to the various item categories and, secondly, in relation to the relative size of the populations that requested modification. Although generalizations are extremely dangerous, the table suggests that most respondents would believe that the content of the program should be maintained, with a substantial number feeling programs might be strengthened by increasing the facts and information presented. There were two smaller groups, one suggesting that the content be related to the district program and another suggesting that the content should be other than that found in the district program.

SUGGESTIONS FOR LENGTH AND FREQUENCY OF TELECASTS

Table IX presents the correlated results of Survey Items 1 and 10. This table presents the percentage of teachers indicating suggestions for increase or decrease of length and frequency of the telecasts.

Spanish I and II

Seventy to eighty per cent of the respondents from all counties indicated that these programs should be continued with their current length and frequency. A similar pattern of scattered response suggesting either increase or decrease of time or frequency was noted for both Spanish I and Spanish II. The only substantial reaction for changing the length and frequency of the telecast came from the respondents in Ventura County, where 40% of the respondents indicated a preference for increasing the length and decreasing the number of the telecasts.

4th, 5th and 6th Grade Mathematics

A substantial majority of the respondents indicated their preference for continuing the present length and frequency of the telecasts. There was a slightly higher frequency of response indicating desire for changes in either time or frequency for the 6th grade math program. Respondents, however, were almost equally divided between increasing and decreasing the number. A substantial number of written responses were made regarding suggestions for the 6th grade math program.

Living in the West

Sixty-five to seventy-five per cent of all teachers indicated their desire to have the length and frequency of the telecasts continued as they have been. Riverside and Santa Barbara indicated some preference for increasing the time and frequency of the telecast while 36% of Ventura County suggested increasing the length but decreasing the number of telecasts.

Music

The majority of responses suggested continuing the program as it has been presented but approximately 20% of the respondents in Los Angeles, Orange, Riverside and Ventura suggested increasing the time and frequency of the telecasts. Twenty-three per cent of the respondents in Santa Barbara County indicated the desire to decrease the length of each telecast and increase the number, while another 23% of the Santa Barbara respondents indicated preference for increasing the length and decreasing the number.

The results presented in Table IX are consistent for all programs, with the majority voting in favor of continuing the length and frequency of the telecasts presented during 1963-64. The rather even distribution of suggestions concerning the increase or decrease of time and frequency of the telecasts does not present a clear-cut pattern.

PUPIL ATTITUDES AND LEARNING ACTIVITIES

Table X presents the correlation of the teachers' perceptions of the pupils' attitudes toward the programs with the learning activities that resulted from the programs, as surveyed by Items 6 and 8 of the questionnaire. It is possible to compare the amount of pupil interest and reaction in relation to the types of learning activities motivated by or resulting from the programs.

Class projects were seen as producing the highest pupil interest of any learning activities resulting from the programs. Individual reports or projects and regular class discussion were the next highest type of learning activity to elicit high pupil interest. The most frequent type of pupil response to learning activities was perceived by teachers as being varied reaction. Table X also suggests that the highest amount of unenthusiastic response resulted when no specific use of the programs was made. This table would suggest that as individual involvement increased following the programs in the form of reports, projects, or class discussion, there was higher interest reflected in the pupil attitude toward the program.

COMPARISON OF LEARNING ACTIVITIES AND SUGGESTIONS FOR FUTURE PROGRAM CONTENT

Table XI presents the correlation of Survey Items 6 and 9 that deal with learning activities and teacher suggestions for future programs.

In general, those teachers reporting that programs motivating or resulting in class discussion, project reports or field trips, more frequently suggest that the content should be maintained as it was presented. The highest percentage of comments was noted for those who had not made specific use of the programs in regular class activities. The suggestions for future programs elicited the greatest number of written responses on the questionnaire and this, in part, had the effect of developing very divergent reactions in comparing the learning activities with the suggestions for future programs. It is interesting to note, however, that where there was specific use of the programs made for discussion, reports or projects, 15 to 20% of the respondents in most counties suggested increasing the facts or information or developing special content related to the district program. A far smaller percentage suggests that unique content not found in the district program should be developed beyond that already presented in the program.

COMPARISON OF PUPIL ATTITUDES WITH SUGGESTIONS FOR PROGRAM CONTENT CHANGES

Table XII presents a comparison of the pupil attitudes noted toward the programs with the suggestions for future programs. As might be anticipated, a high majority of those reporting high pupil interest in the programs indicated the desirability of maintaining the same content. From 10 to 15% of the teachers reporting high pupil interest suggests some increase in facts and information but another smaller per cent suggests content revisions either related to the district program or unique content not included in the district program. The same pattern of response is noted for those respondents who indicated strong pupil interest for unusual content. Fifty to sixty per cent of the respondents that felt the pupils saw the programs as "fun" or a "special treat" did not perceive this negatively but indicated that the program content should be maintained. A smaller per cent felt that some type of modification of the content might be desirable. Those respondents that indicated unenthusiasm and lack of pupil interest for the programs made the greatest number of written comments. In general, the majority of respondents reporting lack of pupil interest wrote comments concerning their suggestions for future programs.

COMPARISON OF PUPIL ATTITUDES WITH SUGGESTIONS FOR LENGTH AND FREQUENCY OF TELECASTS

Table XIII presents a comparison of results of Survey Items 8 and 10. The preponderant reaction was that for every type of pupil attitude shown it was believed that programs should be maintained largely as they are. This was as true for those reporting a lack of pupil interest as those feeling the pupils had very strong interest in the programs. No particular pattern of relationship of time and frequency to the attitude or interest of the pupils was noted. There was some suggestion, however, that for pupils showing high interest in a program it might be desirable to increase the time and frequency. This might suggest a converse hypothesis that interest might be reduced by an increase in time and frequency of telecasts.

SUGGESTIONS FOR PROGRAM CONTENT COMPARED WITH SUGGESTIONS FOR LENGTH AND FREQUENCY OF TELECASTS

Table XIV presents the comparison of the responses to Survey Items 9 and 10 with suggestions for content and length of telecasts. A substantial majority indicated preference for continuing the telecasts as they are. Ten to twenty per cent of the respondents indicated an increase in time and frequency of telecasts would be desirable, irrespective of whether the same content were maintained or whether new content, either related or unrelated to district programs, might be introduced. The responses to the various alternatives suggest, however, a substantial vote of confidence in favor of retaining the content and frequency of the telecasts as they were presented during the school year 1963-64.

WRITTEN RESPONSES ON THE SURVEY FORMS

The questionnaire distributed to teachers solicited their written remarks on the reverse of the mark-sense cards. Approximately 700 written responses were received from the teachers in the eight counties participating in this survey. A summary of the written comments of teachers from all counties is provided in the Table XV. The first column indicates the program and grade in which the program was viewed. The second and third columns tabulate a general favorable or unfavorable reaction. The middle section of the table lists specific suggestions for the program and the frequency with which these suggestions were made. The third section of the table deals with noted problems with the instructional guide. (The abbreviated categories are "Not available", "Arrived too late", and "Inconsistent with the program".) The fourth section of Table XV lists specific commendations related to the program or the tele-instructor. The frequency of these commendations appears opposite each comment.

Living in the West

The comments were essentially favorable. Suggestions for program changes in general dealt with details of programming rather than major content or presentation. Respondents using "Living in the West" at Grade 5 also gave favorable reaction to the program. A limited number of responses suggested changes for the content of the program. Fourth and fifth grade respondents had many specific commendations concerning the instructor and specific content.

Mathematics, Grade 4. The comments were substantially favorable. There were divergent reactions concerning the pacing and difficulty of the material.

Mathematics, Grade 5. There was some convergence of opinion that the program seemed hurried and that some of the material was too advanced. In general, the reactions were favorable and positive for the content of the program.

Mathematics, Grade 6, produced a higher number of unfavorable general evaluations than found at Grades 4 and 5. However, two-thirds of the general evaluation comments were favorable. Several reactions dealt with the instructor's relationship to the viewing audience and concerns for the presentation of the material to the learner.

Music, Grade 4. There was unanimity of general favorable reaction to this program. Although several indicated some lack of positive reaction to the teacher, the highest frequency of suggestion was for the development of such a program for other grades.

Spanish I, Grade 4. There was a lack of general evaluation comments but a variety of suggestions regarding the planning and presentation of the content in the telecasts.

Spanish I, Grade 5. General evaluations were two to one more favorable than unfavorable for these programs. Considerable disparity was noted in the specific suggestions regarding changes or additions to the program. A very large percentage of the respondents indicated the need for more English translation. Parenthetically, it might be noted that this could be a teacher feeling of inadequacy more than a request from the students. A substantial number of teachers, however, reported that children felt the television teacher was talking down to them. There was a wide variety of suggestions concerning various practices and other guide materials to supplement the regular telecast.

Spanish I, Grade 6. There were more unfavorable than favorable general evaluations. The highest frequency of suggestion was for more English translation. Teachers believed that too much vocabulary was presented and there was an inadequate amount of time to learn it. In this regard, suggestions indicated more repetition and review, as well as some additional materials and tests which might supplement the telecasts.

Spanish II, Grade 5. No general evaluation comments were made. A limited number of comments suggested additional materials and some modification of teacher presentation.

Spanish II, Grade 6. The written general evaluation comments were more commonly unfavorable than favorable. The specific suggestions focussed very heavily on more explanation in English and the need for work books and other materials to supplement the telecast presentation. Disparity of reaction was reflected by almost an equal number requesting more repetition of words and content as those requesting less repetition of words and content. Seventeen respondents indicated that the instructional guide was not available and 21 indicated that the materials arrived too late. Nine respondents suggested that the guide was inconsistent with the program.

GENERAL SUMMARY

A ten-item multiple-choice questionnaire designed to survey the use and teacher reaction to educational TV in the eight counties participating in the regional educational television area of Southern California was distributed in sufficient quantity for all teachers in districts who might have been participating to submit a response. Three thousand, eight hundred and sixty teacher responses from the eight Southern California counties were processed through data-processing equipment, and the responses were subsequently converted into percentage of response for each item for each county. Over 700 written suggestions and comments from the respondents were also summarized according to suggestions and evaluations made for the content of the programs and the teachers' guide materials. The results of the multiple-choice questions in the questionnaire were summarized in tabular form to present correlated results of the manner in which the responses were given for each of the various programs and some comparisons for the various items in the questionnaire.

The summary of results and conclusions is limited by the assumption that the teachers responding to the questionnaire would be representative of the total group of teachers who utilized the programs during the current school year. A comparison of responses from the several counties should also be used with caution due to the different numbers of teachers responding from the several counties. The largest response to this questionnaire came from Los Angeles County, in which 2,595 teacher responses were compiled. In contrast, San Bernardino and Kern Counties were represented by five and seven teachers respectively. The tables reporting the responses of teachers to the questionnaire present the results for Los Angeles, Orange, Riverside, Santa Barbara and Ventura Counties. Obviously, the most representative sample is believed to be obtained from Los Angeles and Orange Counties, with a response of 2,595 and 800 teachers respectively.

Response to this type of questionnaire should be viewed as a reflection of teacher interpretation of the content and conduct of the program. Items dealing with pupil attitudes and pupil reactions would also of necessity be judged as teacher perceptions of pupil attitudes. The response to each of the questions provided a variety of reactions, frequently suggesting disparate points of view for the content and conduct of the program. Substantial trends or suggestions would seem to be reflected by those categories in which 40 to 90% of the teachers in all counties responded in a similar fashion.

Some caution should be given regarding the written comments that are summarized in Table XV. These written comments represent approximately one-fifth of the total respondents to the survey. In general, the comments were written by individuals who checked the "Other" category on the multiple-choice items in the questionnaire. It is believed that the written comments are consistent with the reactions noted in the summarization of the multiple-choice questionnaire. It is questionable whether any general conclusion concerning all programs and all questions may be made with great confidence. It would seem safe to conclude that the educational TV offerings during 1963-64 were perceived by teachers as a regular classroom activity, viewed by students in their regular classroom, and most typically followed by some kind of class discussion, individual or class project. Insofar as the programs were utilized in this fashion, essentially positive pupil attitudes of interest were elicited. The reactions to the programs, although many and varied, suggest some consensus that the present content, time and frequency of the programs were desirable to be continued.

TABLE I
GRADES WHICH USED PROGRAMS
- Survey Items 1 and 2 -
(Numbers in Table Give Percentage of Response from each County)

Item 1 - Programs	Item 2 - Grade Level a. 4th Grade					b. 5th Grade					c. 6th Grade				
	LA	Or	Ri	SB	Ve	LA	Or	Ri	SB	Ve	LA	Or	Ri	SB	Ve
a. Spanish I	10	8	9	-	2	60	77	29	73	36	30	15	62	27	62
b. Spanish II	-	-	-	8	-	5	13	-	8	-	95	87	99	84	99
c. 4th-Gr. Math.	98	99	94	80	99	1	1	6	10	-	1	-	-	10	-
d. 5th-Gr. Math.	-	-	-	-	-	96	99	88	99	78	4	1	12	-	22
e. 6th-Gr. Math.	-	2	-	-	-	1	2	-	-	-	99	96	99	99	99
f. Living in West	70	75	48	41	21	29	25	48	47	79	1	-	4	12	-
g. Music	99	99	99	92	90	-	1	-	8	10	-	-	-	-	-

Key for County Abbreviations for All Tables

LA - Los Angeles County
Or - Orange County
Ri - Riverside County
SB - Santa Barbara County
Ve - Ventura County

TABLE II
NUMBER OF YEARS PROGRAMS HAVE BEEN USED
- Survey Items 1 and 3 -
(Numbers in Table Give Percentage of Response from each County)

Item 1 - Programs	Item 3 - Years of Program Use																																	
	a. One Year					b. Two Years					c. Three Years					d. Four Years					e. Five Years					f. Six Years									
	LA	Or	Ri	SB	Ve	LA	Or	Ri	SB	Ve	LA	Or	Ri	SB	Ve	LA	Or	Ri	SB	Ve	LA	Or	Ri	SB	Ve	LA	Or	Ri	SB	Ve				
a. Spanish I	33	39	44	60	53	22	12	18	32	39	23	20	35	8	3	14	15	1	-	-	6	10	1	-	-	2	4	1	-	5				
b. Spanish II	17	9	10	69	50	38	30	45	31	25	24	34	45	-	-	14	22	-	-	-	6	5	-	-	-	1	-	-	-	25				
c. 4th-Gr. Math	38	50	78	80	99	60	47	22	20	-	2	2	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-				
d. 5th-Gr. Math	43	41	76	35	89	49	44	18	59	-	4	8	6	6	-	2	6	-	-	-	2	1	-	-	-	-	-	-	-	11				
e. 6th-Gr. Math	83	77	50	99	94	14	13	40	-	-	1	4	10	-	-	-	2	-	-	-	-	2	-	-	-	2	2	-	-	6				
f. Living in West	36	36	69	44	93	29	18	28	66	-	25	28	3	-	7	2	15	-	-	-	1	3	-	-	-	-	-	-	-	-				
g. Music	95	96	95	86	99	4	2	-	7	-	1	2	-	-	-	-	-	5	7	-	-	-	-	-	-	-	-	-	-	-				

TABLE III
AMOUNT PROGRAMS WERE VIEWED
- Survey Items 1 and 4 -
(Numbers in Tables Give Percentage of Response from each County)

Item 4 - Amount Programs Were Viewed

Item 1 - Programs	a. Most Programs		b. Occasional Miss		c. Occasional Selection for Content		d. Few for Special Enrichment		e. None		f. Other	
	LA Or Ri SB Ve		LA Or Ri SB Ve		LA Or Ri SB Ve		LA Or Ri SB Ve		LA Or Ri SB Ve		LA Or Ri SB Ve	
a. Spanish I	76 78 87 97 67		16 16 10 3 23		3 2 2 - 10		2 2 - - -		1 1 1 - -		2 1 - - -	
b. Spanish II	71 73 60 92 60		21 22 30 8 20		3 4 - - 20		1 - - - -		2 1 10 - -		2 - - - -	
c. 4th-Gr. Math	77 59 50 60 46		14 22 33 30 18		5 6 6 10 27		3 5 - - 9		1 3 6 - -		- 5 5 - -	
d. 5th-Gr. Math	61 74 41 82 11		18 16 35 12 22		8 3 12 6 22		9 3 12 - 34		3 4 - - 11		1 - - - -	
e. 6th-Gr. Math	55 37 40 30 29		18 17 20 20 18		13 15 30 20 35		8 14 10 - 12		5 15 - 30 6		1 2 - - -	
f. Living in West	58 56 49 35 21		18 20 15 24 29		15 12 12 6 36		6 7 6 29 14		3 5 12 6 -		- - 6 - -	
g. Music	70 71 64 46 40		18 16 32 23 30		8 6 - - 10		3 4 - 31 20		- 2 4 - -		1 1 - - -	

TABLE IV
USE OF PROGRAM GUIDES
-Survey Items 1 and 5-
(Numbers in Table Give Percentage of Response from each County)

Item 5 - Use of Program Guide

Item 1 - Programs	a. Class Preparation and Follow-up Activities	b. Regular Teacher Preparation	c. For Unusual Content or Activities	d. For Selected Students or Projects	e. As Enrichment Resource File	f. For Regular Class Program	g. Not Used	h. Other
	LA Or Ri SB Ve	LA Or Ri SB Ve	LA Or Ri SB Ve	LA Or Ri SB Ve	LA Or Ri SB Ve	LA Or Ri SB Ve	LA Or Ri SB Ve	LA Or Ri SB Ve
a. Spanish I	36 37 46 45 31	29 31 25 26 15	9 6 5 13 13	1 - - - -	1 2 - - -	15 12 16 8 15	8 12 8 8 23	1 - - - 3
b. Spanish II	22 26 11 23 -	32 23 45 46 -	10 11 22 - 20	- - - - -	1 2 - - -	10 12 22 8 20	16 20 - 15 60	9 6 - 8 -
c. 4th-Gr. Math	45 48 56 40 18	33 32 39 50 27	6 10 - 10 37	- - - - 9	1 - - - -	7 5 - - -	4 5 5 - 9	4 - - - -
d. 5th-Gr. Math	41 47 23 41 11	27 26 23 23 56	10 8 12 18 11	2 1 18 - -	1 - - - -	6 6 - - -	11 9 24 18 11	2 3 - - 11
e. 6th-Gr. Math	40 23 10 - 25	27 19 30 34 31	9 25 30 11 -	3 4 20 - 13	4 6 - 22 6	5 4 - - -	9 13 10 33 19	3 6 - - 6
f. Living in West	29 31 25 13 21	32 31 31 31 30	12 14 9 19 7	2 3 - 6 -	3 1 3 - -	8 3 13 6 21	10 12 16 13 14	4 5 3 12 7
g. Music	32 28 19 38 10	27 37 38 31 20	8 8 - 8 20	- 1 - - -	1 1 - - -	14 8 10 - 50	16 16 28 23 -	2 1 5 - -

TABLE V
LEARNING ACTIVITIES MOTIVATED BY OR RESULTING FROM PROGRAMS
-Survey Items 1 and 6-
(Numbers in Table Give Percentage of Response from each County)

Item 6 - Learning Activities Motivated by or Resulting from Program

Item 1 - Programs

	a. Regular Class Discussion					b. Individual Reports or Projects					c. Class Projects					d. Field Trips					e. Discussion of Current Topics					f. No Specific Use					g. Other				
	LA	Or	Ri	SB	Ve	LA	Or	Ri	SB	Ve	LA	Or	Ri	SB	Ve	LA	Or	Ri	SB	Ve	LA	Or	Ri	SB	Ve	LA	Or	Ri	SB	Ve	LA	Or	Ri	SB	Ve
a. Spanish I	58	50	65	60	49	4	5	6	-	5	6	11	6	-	-	-	1	-	-	-	9	13	2	11	8	19	17	15	24	33	4	3	6	5	5
b. Spanish II	44	48	56	77	40	3	3	-	-	-	4	7	-	8	-	2	3	22	-	-	16	15	11	15	40	27	19	-	-	20	4	5	11	-	-
c. 4th-Gr. Math.	70	73	88	67	37	2	1	-	11	9	8	6	6	22	9	-	-	-	-	-	15	18	-	-	36	3	1	6	-	9	2	1	-	-	-
d. 5th-Gr. Math.	58	64	41	64	45	5	6	6	6	-	13	17	18	12	-	-	-	-	-	-	15	12	23	12	22	5	1	12	-	22	2	-	-	6	11
e. 6th-Gr. Math.	59	50	70	45	29	2	2	10	-	-	7	4	10	11	12	1	2	-	-	-	20	20	10	33	35	8	18	-	11	18	3	4	-	-	6
f. Living in West	50	55	38	38	43	11	8	9	12	-	15	18	25	6	22	3	-	-	-	-	15	16	19	38	21	4	3	6	6	14	2	-	3	-	-
g. Music	58	57	55	38	40	-	1	-	-	-	9	9	10	-	20	-	-	-	8	-	9	12	-	23	20	11	16	-	23	10	13	5	35	8	10

TABLE VI
PHYSICAL SETTING FOR VIEWING PROGRAMS
- Survey Items 1 and 7 -
(Numbers in Table Give Percentage of Response from each County)

Item 7 - Physical Setting for Viewing

Item 1 - Programs	a. Regular Classroom					b. Other Classrooms					c. Multi-Purpose Rooms					d. Audio-Visual Rooms					e. Any Room With T-V					f. Other				
	LA	Or	Ri	SB	Ve	LA	Or	Ri	SB	Ve	LA	Or	Ri	SB	Ve	LA	Or	Ri	SB	Ve	LA	Or	Ri	SB	Ve	LA	Or	Ri	SB	Ve
a. Spanish I	95	93	87	99	48	3	3	2	-	13	-	-	2	-	36	-	1	5	-	2	-	2	2	-	-	1	1	2	-	-
b. Spanish II	98	98	67	99	60	1	2	11	-	-	-	-	11	-	20	-	-	-	-	20	-	-	-	-	-	1	-	11	-	-
c. 4th-Gr. Math	85	75	33	99	73	8	18	33	-	9	4	2	17	-	9	1	2	11	-	-	1	-	6	-	9	1	1	-	-	-
d. 5th-Gr. Math	90	95	70	99	45	3	-	6	-	44	4	-	18	-	-	1	1	6	-	-	1	3	-	-	-	1	1	-	-	11
e. 6th-Gr. Math	86	96	70	99	47	5	-	10	-	23	2	-	10	-	12	2	2	10	-	-	3	-	-	-	12	2	2	-	-	6
f. Living in West	89	90	66	94	71	7	5	3	6	29	1	-	13	-	-	1	2	6	-	-	-	-	9	-	-	2	3	3	-	-
g. Music	86	81	38	77	60	10	7	29	8	10	2	5	5	-	-	-	4	14	-	-	2	2	14	15	30	-	1	-	-	-

TABLE VII
PUPILS' ATTITUDES TOWARD PROGRAMS
-Survey Items 1 and 2-
(Numbers in Table Give Percentage of Response from each County)

Item 2 - Pupils' Attitudes Toward Programs

Item 1 - Programs	a. High Interest	b. Interest for Unusual Content	c. Fun or Special Treat	d. Varied Reaction	e. Unenthusiastic	f. No Interest	g. Other
	LA Or Ri SB Ve	LA Or Ri SB Ve	LA Or Ri SB Ve	LA Or Ri SB Ve	LA Or Ri SB Ve	LA Or Ri SB Ve	LA Or Ri SB Ve
a. Spanish I	[illegible] 5 13 20 [illegible]	[illegible] 6 5 13 5	- 2 - - 3	71 74 69 67 79	10 12 12 10 5	2 1 2 - -	1 - - - -
b. Spanish II	2 2 - - -	6 7 - [illegible] -	- - - [illegible] -	87 82 89 90 80	20 23 11 - 20	4 10 - 8 29	1 - - - -
c. 4th-Gr. Math.	28 27 28 30 37	22 13 11 10 27	3 - - - -	44 54 61 60 27	1 6 - - -	1 - - - -	1 - - - 9
d. 5th-Gr. Math.	24 39 12 29 11	17 11 17 18 34	2 8 6 - 11	52 42 65 35 33	2 - - 12 -	2 - - 6 -	1 - - - 11
e. 6th-Gr. Math.	17 13 30 - 12	17 19 - 25 23	3 4 - 12 6	54 50 70 38 41	3 10 - 12 6	4 2 - - 6	2 2 - 13 6
f. Living in West	42 41 41 13 50	34 30 34 63 [illegible]	2 [illegible] 3 - [illegible]	19 25 16 19 29	[illegible] - - 6 [illegible]	- - 3 - -	2 2 3 - -
g. Music	55 47 33 46 50	13 12 14 23 40	10 11 24 - 10	32 25 29 31 -	- 3 - - -	- 1 - - -	- 2 - - -

TABLE VIII

SUGGESTIONS FOR CONTENT OF PROGRAMS

- Survey Items 1 and 9 -

(Numbers in Table Give Percentage of Response from each County)

Item 9 - Suggestions for Future Programs

Item 1 - Programs	a. Maintain Same Content					b. Increase Facts and Information					c. Dev. Content Rel. to Dist. Program					d. Dev. Content Not in Dist. Program					e. Other				
	LA	Or	Ri	SB	Ve	LA	Or	Ri	SB	Ve	LA	Or	Ri	SB	Ve	LA	Or	Ri	SB	Ve	LA	Or	Ri	SB	Ve
a. Spanish I	46	44	54	66	56	16	20	11	16	23	13	17	12	5	13	4	5	5	3	-	21	14	18	10	8
b. Spanish II	29	25	22	55	20	26	26	45	31	40	21	17	11	7	40	2	2	-	7	-	22	30	22	-	-
c. 4th-Gr. Math.	48	39	50	45	27	28	24	22	22	37	15	28	6	22	9	6	5	11	11	18	3	4	11	-	9
d. 5th-Gr. Math.	52	56	64	65	45	15	25	12	17	11	20	18	6	12	22	5	1	12	-	11	8	-	6	6	11
e. 6th-Gr. Math.	48	46	40	22	48	17	20	40	45	17	20	26	-	11	17	6	2	10	-	6	9	6	10	22	12
f. Living in West	52	47	53	63	7	18	22	13	6	29	20	22	16	31	43	6	7	9	-	7	4	2	9	-	14
g. Music	78	68	90	62	60	9	13	5	-	30	5	9	5	8	10	3	4	-	15	-	5	6	-	15	-

TABLE IX
SUGGESTIONS FOR LENGTH AND FREQUENCY OF TELECASTS
- Survey Items 1 and 10 -
(Numbers in Table Give Percentage of Response from each County)

Item 1 - Programs

	Item 10 - Suggestions for Length and Frequency of Telecasts																			
	a. Increase Time and Frequency					b. Decrease Length and Increase Number					c. Increase Length and Decrease Number					d. Continue As Is					e. Other				
	LA	Or	Ri	SB	Ve	LA	Or	Ri	SB	Ve	LA	Or	Ri	SB	Ve	LA	Or	Ri	SB	Ve	LA	Or	Ri	SB	Ve
a. Spanish I	6	8	6	5	16	4	3	1	3	5	9	7	16	3	3	75	77	72	84	71	6	5	5	5	5
b. Spanish II	6	6	22	-	-	5	3	-	-	-	12	11	-	-	40	68	73	78	99	60	9	7	-	-	-
c. 4th-Gr. Math.	14	13	11	-	54	4	6	-	10	-	5	4	-	-	-	74	76	89	80	37	3	1	-	10	9
d. 5th-Gr. Math.	17	18	17	12	-	6	8	12	6	-	5	4	-	-	33	66	67	71	82	56	6	3	-	-	11
e. 6th-Gr. Math.	18	36	30	-	17	12	12	-	11	12	3	2	-	-	12	57	54	70	45	42	10	6	-	44	17
f. Living in West	7	11	25	19	-	2	3	-	6	-	11	10	3	6	36	76	73	69	63	64	4	3	3	6	-
g. Music	19	21	28	-	20	6	5	5	23	-	2	3	-	23	-	72	65	62	54	80	1	6	5	-	-

TABLE X

COMPARISON OF PUPIL ATTITUDES TOWARD PROGRAMS WITH LEARNING ACTIVITIES RESULTING FROM THE PROGRAMS

- Survey Items 6 and 8 -

(Numbers in Table Give Percentage of Response from each County)

Item 8 - Pupils' Attitudes Toward Programs

Item 6 - Learning Activities Motivated by or Resulting from Programs

	a. High Interest	b. Interest for Unusual Content	c. Fun or Special Treat	d. Varied Reaction	e. Unenthusiastic	f. No Interest	g. Other
	LA Or Ri SB Ve	LA Or Ri SB Ve	LA Or Ri SB Ve	LA Or Ri SB Ve	LA Or Ri SB Ve	LA Or Ri SB Ve	LA Or Ri SB Ve
a. Regular Class Discussion	28 27 21 20 19	16 14 12 23 15	32 3 3 3 4	50 49 57 50 56	4 6 5 2 2	- 1 2 2 4	- - - - -
b. Individual Reports or Projects	36 20 10 40 33	27 13 10 20 -	1 7 10 - -	34 50 70 40 67	1 10 - - -	1 - - - -	- - - - -
c. Class Projects	39 36 35 37 63	20 9 20 30 37	2 5 - - -	38 45 45 25 -	1 5 - - -	- - - - -	- - - - -
d. Field Trips	26 17 - - -	31 13 - - -	4 - - - -	39 63 99 99 99	- - - - -	- 12 - - -	- - - - -
e. Discussion of Current Topics	12 10 13 11 16	21 22 13 26 16	5 3 7 - 4	53 53 67 47 48	6 9 - 11 8	3 3 - 5 4	- - - - 4
f. No Specific Use	6 5 12 7 9	5 6 6 - 13	1 - - - 9	53 51 53 57 65	23 27 23 29 4	8 8.6 - -	4 3 - 7 -
g. Other	25 14 26 - 40	9 - 7 25 -	10 - 7 - -	36 45 46 50 -	3 18 7 25 20	- 14 - - -	17 9 7 - 40

TABLE XI

COMPARISON OF LEARNING ACTIVITIES RESULTING FROM PROGRAMS WITH SUGGESTIONS FOR PROGRAM CONTENT
- Survey Items 6 and 9 -
(Numbers in Table Give Percentage of Response from each County

Item 6 - Learning Activities Resulting from Program

Item 9 - Suggestions for Future Programs

	a. Maintain Same Content					b. Increase Facts and Info. Material					c. Dev. Content Rel. to District					d. Dev. Content Not in Dist. Program					e. Other				
	LA	Or	Ri	SB	Ve	LA	Or	Ri	SB	Ve	LA	Or	Ri	SB	Ve	LA	Or	Ri	SB	Ve	LA	Or	Ri	SB	Ve
a. Regular Class Discussion	55	48	57	71	50	19	22	15	14	23	14	18	8	7	19	4	4	7	5	6	8	8	13	3	2
b. Individual Reports or Projects	47	34	30	75	67	26	37	40	25	33	12	13	20	-	-	9	3	10	-	-	6	13	-	-	-
c. Class Projects	55	51	75	38	12	17	19	5	50	38	18	16	5	12	50	4	5	5	-	-	6	9	10	-	-
d. Field Trips	54	25	-	99	-	17	50	99	-	-	21	-	-	-	99	8	13	-	-	-	-	12	-	-	-
e. Discussion of Current Topics	38	37	40	40	40	22	22	33	30	20	24	24	13	30	20	7	5	7	-	4	9	12	7	-	16
f. No Specific Use	32	36	59	43	39	15	16	6	-	31	19	27	12	7	4	4	3	6	7	13	30	18	17	43	13
g. Other	48	48	67	25	20	11	13	-	-	-	9	-	20	25	40	1	1	-	25	-	31	35	13	25	40

TABLE XII

COMPARISON OF PUPIL ATTITUDES TOWARD PROGRAMS WITH SUGGESTIONS FOR PROGRAM CONTENT

- Survey Items 8 and 9 -

(Numbers in Table Give Percentage of Response from each County)

Item 8 - Pupils' Attitudes toward Program	Item 9 - Suggestions for Future Programs																			
	a. Maintain Same Content					b. Increase Facts and Information					c. Dev. Content Rel. to Dist. Program					d. Dev. Content Not in Dist. Program					e. Other				
	LA	Or	Ri	SB	Ve	LA	Or	Ri	SB	Ve	LA	Or	Ri	SB	Ve	LA	Or	Ri	SB	Ve	LA	Or	Ri	SB	Ve
a. High Interest	73	67	82	86	57	16	15	3	9	17	6	13	5	-	22	3	4	7	5	4	2	1	3	-	-
b. Strong Interest for Unusual Content	49	44	56	60	47	22	32	13	24	18	20	19	13	12	23	6	3	9	-	12	3	2	9	4	-
c. Fun or Special Treat	53	61	57	50	40	23	17	29	50	40	17	22	14	-	-	4	-	-	-	-	3	-	-	-	20
d. Varied Reaction	46	44	51	56	42	20	22	19	18	27	18	19	9	14	19	4	4	6	5	7	12	11	15	7	5
e. Unenthusiastic	8	7	18	25	-	16	16	18	-	20	26	31	18	38	40	7	10	-	12	-	43	36	46	25	40
f. No interest	15	16	67	-	-	13	26	33	50	67	30	21	-	-	-	4	5	-	-	-	38	32	-	50	33
g. Other	2	-	-	-	-	2	-	-	-	-	18	-	99	-	-	7	17	-	-	-	71	83	-	99	99

TABLE XIII

COMPARISON OF PUPIL ATTITUDES TOWARD PROGRAM WITH SUGGESTIONS FOR LENGTH AND FREQUENCY OF TELECASTS

- Survey Items 8 and 10 -

(Numbers in Table Give Percentage of Response from each County)

Item 8 - Pupils' Attitudes toward Program	Item 10 - Suggestions for Length and Frequency of Telecasts																			
	a. Increase Time and Frequency					b. Decrease Length and Increase Number					c. Increase Length and Decrease Number					d. Continue As Is					e. Other				
	LA	Or	Ri	SB	Ve	LA	Or	Ri	SB	Ve	LA	Or	Ri	SB	Ve	LA	Or	Ri	SB	Ve	LA	Or	Ri	SB	Ve
a. High Interest	19	20	30	5	31	1	2	-	14	4	6	5	5	5	9	73	71	63	76	52	1	2	2	-	4
b. Strong Interest for Unusual Content	11	17	13	12	18	3	6	4	4	-	8	11	4	-	18	74	65	79	76	64	4	1	-	8	-
c. Fun or Special Treat	18	22	43	-	-	13	5	14	-	-	7	-	-	-	-	58	68	43	99	60	4	5	-	-	40
d. Varied Reaction	8	8	8	4	16	6	5	2	5	5	8	7	7	7	14	73	77	82	82	63	5	3	1	2	2
e. Unenthusiastic	9	7	11	12	-	11	7	-	12	-	7	14	33	-	20	53	53	23	38	80	20	19	33	38	-
f. No interest	9	5	33	-	-	4	-	-	-	-	4	11	33	-	-	63	79	34	99	99	20	5	-	-	-
g. Other	-	-	-	-	-	3	-	-	-	-	3	-	-	-	-	41	33	-	-	-	53	67	99	99	99

TABLE XIV

COMPARISON OF SUGGESTIONS FOR FUTURE PROGRAM CONTENT WITH SUGGESTIONS FOR LENGTH AND FREQUENCY OF TELECASTS

- Survey Items 9 and 10 -

(Numbers in Table Give Percentage of Response from each County)

Item 9 - Suggestions for Future Programs	Item 10 - Suggestions for Length and Frequency of Telecasts																			
	a. Increase Time and Frequency					b. Decrease Length and Increase Number					c. Increase Length and Decrease Number					d. Continue As Is					e. Other				
	LA	Or	Ri	SB	Ve	LA	Or	Ri	SB	Ve	LA	Or	Ri	SB	Ve	LA	Or	Ri	SB	Ve	LA	Or	Ri	SB	Ve
a. Maintain Same Content	13	11	16	6	20	4	2	2	6	6	4	3	3	1	2	77	82	78	84	70	2	2	1	3	2
b. Increase Facts and Information	17	19	24	10	22	7	7	3	-	4	9	13	13	-	15	64	60	60	85	59	3	1	-	5	-
c. Develop Content Rel. to District Programs	8	13	11	-	14	7	9	-	14	-	12	8	28	7	27	69	64	56	57	55	4	6	5	22	4
d. Develop Content Not in District Programs	4	6	8	-	14	4	3	-	-	-	12	9	8	20	43	74	76	84	80	43	6	6	-	-	-
e. Other	3	5	4	11	-	4	-	4	11	-	10	11	9	22	-	58	62	66	34	50	25	22	17	22	50

TABLE XV a. SUMMARY OF WRITTEN COMMENTS, 1963-64 REGIONAL ETV SURVEY

Program and Grade	General Evaluation: Favorable	General Evaluation: Unfavorable	Specific Suggestions Regarding Changes or Additions to TV Programs	Freq.	Probl. with Guide: Not Avail.	Probl. with Guide: Arriv. Too Late	Probl. with Guide: Inconsis. With Program	Commendation of Specific Program or Instructor	Freq.
Living in West Gr. 4	22		Some concepts and terms too technical	5		2		Tunison	9
			Up-date a few programs	4				Ocean	4
			Include geography of West & why people live where they do	3				Japan series	3
			Keep to film schedule	1				Space	2
			Show more film clips & artifacts	1				Oil & man-made islands	1
			Music during films too loud	1				S. Cal. cult.	1
			Some duplication with series on Japan in "Blending of Cultures" & Lesson 13	1				Prog. with authors	1
			Teacher talked down to students	1				Map study	1
			Japan & Africa programs not interesting - too adult	1				Prog. with on-the-spot locale	1
Living in West Gr. 5	9		Offer studies on certain persons	1	1			Amer. Heritage	1
			Program should go one year	1				Bathescathe	1
			Better suited for grade 4	1				Duncan Isl.	1
			More lessons for primary & fewer for middle grades	1				Eyes of Discovery	1
			Teacher's voice deadly	1					
			Use new programs rather than repeats	1					
Math. Gr. 4	13	1	Slow the pace of presentation	3	3		1	Moray	1
			Unable to understand content of lessons	3	1	(insuff. no.)			
			Examples too simple	2					
			More new math, less review	2					
			Follow-up study sheets needed	2					
			Have more pupils in TV program	2					
			Want lesson translating thought problems to math sentences	1					
			More lessons on place value & number systems, base 10	1					
			Coord. "Math-Let's Figure" better with State text	1					
			Correct errors, since too much time is lost following programs making corrections	1					
			"Altering procedure" frequently helps keep interest high	1					

(continued on next page)

TABLE XV b. SUMMARY OF WRITTEN COMMENTS, 1963-64 REGIONAL ETV SURVEY

Program and Grade	General Evaluation: Favorable	General Evaluation: Unfavorable	Specific Suggestions Regarding Changes or Additions to TV Programs	Freq.	Probl. with Guide: Not Avail.	Probl. with Guide: Arriv. Too Late	Probl. with Guide: Inconsis. With Program	Commendation of Specific Program or Instructor	Freq.
Math. Gr. 4 (contd.)			Greater interest when concrete objects used in prog.	1					
			TV teacher not well organized						
			Develop process for students to gain insight into problems such as in fractions	1					
			Have addition and subtraction first	1					
			More multiplication and division	1					
			Long-winded explanations cause loss of interest	1					
Math. Gr. 5	9	1	Program seemed hurried	9		3	1 (at 2nd half of series)	Geometry	1
			Some material too advanced	4					
			At times too far removed from "old math"	1					
			Develop more topics to stimulate more modern math	1					
			Want practical applications	1					
			Want information for fall TV by August to help teachers plan their programs	1					
			Want schedule for all RETAC meetings with copy of minutes (fm. Bird, TV Dir., Southern Kern USD)	1					
Math. Gr. 6	9	5	Instructor should treat audience as if live, but anticipate questions and answer them	4		2		Moray	1
			Cover sub. more thoroughly for slower learner	3					
			Provide more follow-up for students	3					
			Doesn't relate well with text or workbook	2					
			Give programs continuity	1					
			Furnish tests	1					
			Better audio-visual aids	1					
			Want yrly. TV lesson plans(to correl. tchg. with TV)	1					
Music Gr. 4	28		Want same type prog. for gr. 5 (also for other gr.-1)	5				Rose	4
			Pupils do not react positively to teacher	4					
			Want more elements or theory of music	3					
			Pupils not interested in technical portions	2					
			Not enough child activity and participation	1					
			Provide more opportunity for class to sing	1					
			Transpose music to lower key so most stud. can sing	1					
			Child. lost interest in music appreciation program	1					
			Teacher's voice not projected clearly	1					
			Prefer program of 1962-63	1					

TABLE XV c. SUMMARY OF WRITTEN COMMENTS, 1963-64 REGIONAL ETV SURVEY

Program and Grade	General Evaluation: Favorable	General Evaluation: Unfavorable	Specific Suggestions Regarding Changes or Additions to TV Programs	Freq.	Probl. with Guide: Not Avail.	Probl. with Guide: Arriv. Too Late	Probl. with Guide: Inconsis. With Program	Commendation of Specific Program or Instructor	Freq.
Span. I Gr. 4	2	2	Materials for stud. not available, except those that could be duplicated from teacher's manual	3		1		Animal unit	1
			Tell stories briefly in English first, then Spanish	3					
			Timing to allow pupils to repeat is too fast	2					
			Spanish instructor often speaks too fast	2					
			Not so many songs and rhymes	1					
			Use songs that are musical	1					
			Use more records or tapes	1					
			Present films, plays, dancing, folk music	1					
			More emphasis on teaching nouns and verbs	1					
			Have TV teacher visit classes who watch the program to learn what needs re-emphasis	1					
Span. I Gr. 5	10	6	More English translation	18	1	2			
			Children feel teacher is talking down to them	9					
			Limit material covered, increase "fun" activities	6					
			Allow time for students to repeat, phrases	4					
			Relate content more to home & school activities	3					
			Provide workbooks & practice sheets	3					
			Material is somewhat repetitious	3					
			More use of records or accomplished musician	2					
			Relate sentences to daily lessons	1					
			Use more mature approach	1					
			Give program status of a regular subject	1					
			Have live class on TV	1					
			Have weekly or bi-weekly quiz	1					
			Provide supplementary film material	1					
			Manuals to include basic vocabulary	1					
			Pupil study sheets should coincide with tchr. manual	1					
			Explain "hora" more in telling time	1					
			Explain little more of verb usage	1					
			Omit too freq. "Listen and repeat" directions	1					
			Show "real" objects rather than cardboard	1					
			Write correct pronunciation of Spanish on pupil's papers	1					